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ABSTRACT

This manual describes and evaluates the implementation of Project BEST-PAL (Basic Education Skills Through-Parent Affective Learning), Brevard Community College's special demonstration training project intended to return adults who have dropped out of the educational system back into the learning environment by bringing them to parenting classes offered in their own neighborhoods by trained volunteers coming from these communities. Following an introduction to the processes used in Project BEST-PAL, the report outlines the project's activities, including: (1) a door-to-door assessment of parenting education needs; (2) the development of learning modules, which addressed parenting topics while building in instruction in reading and writing skills; (3) the recruitment of volunteer sponsors to teach the parenting classes; (4) the involvement of Adult Basic Education Teacher/Recruiter/Counselors (ABE/TRC's) in training and working with the volunteer sponsors; (5) interaction with other community agencies serving undereducated adults; (6) the preparation of general publicity materials; (7) the training of the volunteer sponsors; and (8) the conduct of the BEST-PAL outreach classes. The next section provides evaluation results based on the responses of the volunteer sponsors, ABE/TRC's, and parents. Finally, conclusions and recommendations are provided. Extensive appendices provide materials illustrating various aspects of the project. (AYC)

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PROJECT BEST-PAL

(Basic Education Skills Through-Parenting Affective LEARNING)

JC 840 410

PROCESS MANUAL

FOR

PROGRAM IMPLEMENTATION

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BREVARD COMMUNITY COLLEGE

1983 - 1984

PROJECT BEST-PAL
BASIC EDUCATION SKILLS THROUGH-PARENT
AFFECTIVE LEARNING

PROJECT BEST-PAL WAS DEVELOPED UNDER A 310 SPECIAL DEMONSTRATION AND TEACHER TRAINING PROJECT GRANT AWARDED TO BREVARD COMMUNITY COLLEGE, 1983-84, BY THE BUREAU OF ADULT/COMMUNITY EDUCATION, DEPARTMENT OF EDUCATION, TALLAHASSEE, FLORIDA.

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PROJECT BEST-PAL
(Basic Education Skills Through-Parent Affective Learning)

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PROJECT BEST-PAL: Analysis of Processes

Project BEST-Pal (Basic Education Skills Through-Parent Affective Learning) is a 310 Special Demonstration Training Project awarded to Brevard Community College during 1983-84. Project BEST-PAL keys in on parenting education as a recruitment vehicle of adults in five low socio-economic areas in Brevard County for participation firstly, in parenting classes and secondly, ABE Outreach programs.

This project concept evolved from the assumption that parenting education is a universal concern and valued by all socio-economic levels. Since parenting education is usually responsive to the middle-class population, it was felt that by bringing a specially designed program to communities that were in the past non-participatory, considerable involvement would occur on the part of undereducated adults.

The desired outcome of this project was to return adults who have "dropped out" of the educational system back into the learning environment by bringing them into parenting classes offered in their own neighborhoods and taught by trained volunteers coming from these communities. The appeal to parents of learning a vital and needed life skill, offered in a non-threatening, nongraded, non-judgmental environment, seemed a positive approach to promoting the Adult Basic Education Outreach Program.

The major components that contributed to the success of this project were: (1) five part-time ABE Teacher/Recruiter/Counselors (ABE/TRC's), (2) 16 Volunteer Sponsors selected from five communities, (3) three Saturday training sessions, (4) four project consultant/writers, a project director, and project assistant, and (5) parenting module development written at Level I and II and a Volunteer Sponsor Leader's Guide (Appendixes 1, 2, 3 for job descriptions).

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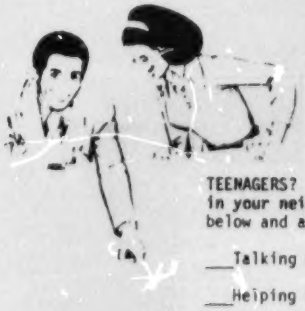
PROJECT OBJECTIVES AND ACTIVITIES

A. Needs Assessment

In order to determine the parenting education needs as voiced from the communities and develop the parenting education modules, a needs assessment was conducted in September 1983. Using 5" x 8" cards containing eight suggested topics, each ABE/TRC conducted door-to-door interviews in the five communities. Over 200 assessments of parenting needs were completed. (See survey instrument shown below.) The following topies were given priority in the modules based on the results of the needs assessment: (1) Communication Skills, (2) Discipline, (3) Coping with School, (4) Giving Love and Affection, (5) Family Crisis: Money and Loss of Job, (6) Encouraging Children, (7) Developing Listening Skills, (8) Sex Education, (9) Problem Solving, (10) Who Has the Power/Win-Win Situations.



EFFECTIVE PARENTING
Community Survey

NAME_____TEL_____

ADDRESS_____

What are your areas of concern about PARENTING CHILDREN/TEENAGERS? We need your help in planning parenting classes to be held in your neighborhood. Check as many as you like of the topics suggested below and add others.

___Talking With Children/Teenagers (Communication Skills)

___Helping Children/Teenagers Cope (with friends, school, pressures)

___Disciplining the Child/Teenager

___Giving Affection and the Right Amount of Attention

___The Child/Teenager and the School

___Parents as Role Models to the Child/Teenager (Be like me?)

___Other Areas of Concern

Check here if interested in attending informal parenting classes offered near and in your community.

THANK YOU FOR YOUR HELP!

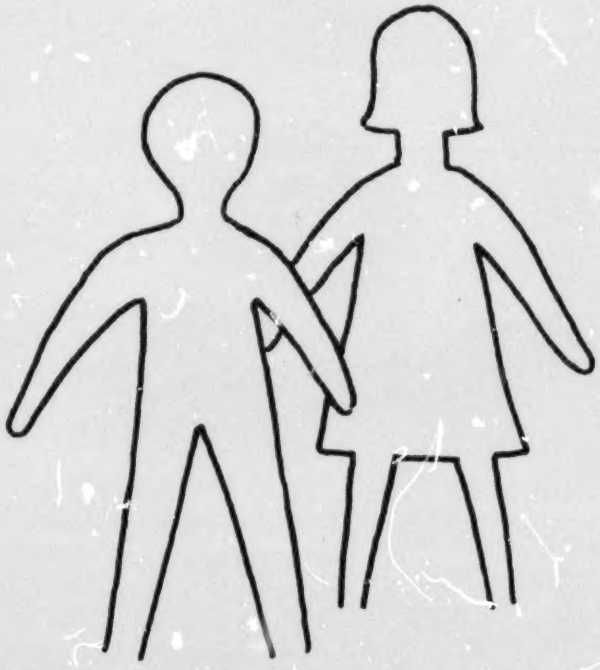
B. Module Development

Two parent educator/elementary school counselors were hired to work with the project assistant and director in the development of two sets of modules (Level I, written at a 2-3 grade reading level and Level II, written at a a 6-7 grade reading level) and to write a Volunteer Sponsor

Leader's Guide to accompany the modules. The two module developers were chosen for their expertise as parent educators and public school counselors. Both had taught parent education for the College and had worked with undereducated, low socio-economic adults.

The modules are unique in the following areas:

1. Topics selected were based on a comprehensive needs assessment of the target group.
2. Non-threatening reading and writing skills were built into the modules to create an "awareness of education need."
3. The modules are consumable and meant to be taken home and used as a reference.
4. The format is consistent in both sets of modules. They are interchangeable between levels and keyed to one another.
5. The type is spacious with large print. Special illustrations were contracted to be designed to fit the modules' format and content.
6. A non-reader could understand and be involved in the processes through the illustrations and leader's discussion.
7. The reading material, language usage, and exercises were designed to meet the needs of each level of competence. Even a high school graduate or excellent reader would not be "insulted" by the approach used in the modules.
8. The modules run from 10 to 14 pages. There are nine modules at Level I and eight at Level II (one was combined - 3 and 4 - at Level II).



9. The completion of all the modules could be done within six to eight weeks, meeting in two-hour sessions (12 to 14 hours total).
10. A Volunteer Sponsor Leader's Guide was written to accompany the modules and assist with training of the Volunteer Sponsors. Various parenting education handouts and evaluation procedures were included in this guide.

C. Volunteer Sponsors

Each of the five (5) ABE/TRC's live and work within the targeted communities. This group had the responsibility for recruiting Volunteer Sponsors from their areas of work. First contact for this purpose was made in September while conducting the needs assessment. Criteria for selection was outlined prior to this effort in pre-planning sessions with the TRC's and project directors. Follow-up was completed in November with confirmations made with prospective Volunteer Sponsors in December 1983. Each TRC used a special Volunteer Sponsor recruiting flyer (Appendix 4) to assist with program explanation. Initially, 25 people said they would serve as a volunteer and go through the required training. Follow-up communications assured this participation (Appendix 5). The grant originally called for 20 trainees. There was a total of 21 in attendance at the first training session held on January 14, 1984. Five of these were the ABE/TRC's. Sixteen (16) volunteers completed the training (3 sessions). Out of this number, 10 actually were involved in

outreach parenting education instruction. This was a realistic expectation and one that has proved acceptable. More classes were offered and participation in these sessions was beyond what the grant had stipulated.

Training involved three 4-hour sessions meeting on Saturday mornings during January and February 1984. Those volunteers completing the three sessions received certificates of training and C.E.U.'s (Continuing Education Units). The ten involved in the actual outreach instruction received a certificate of recognition at a special reception given in their honor held on May 31, 1984 (Appendixes 6 and 7).

D. ABE Teacher/Recruiter/Counselor Role

An integral part of setting up the BEST-PAL classes was realized through the activities of the ABE Outreach Teacher/Recruiter/Counselors (ABE/TRC's). The five TRC's went through the training and served in the role of "teammate" with Volunteer Sponsors during the first series of classes offered within their respective communities. They gave assistance in helping locate meeting sites, recruitment of participants, instructional materials, counseling, and involvement in the actual instruction. Several Volunteer Sponsors set up their own classes with the TRC visiting at the first session and completing follow-up ABE counseling as needed.

Crucial to the whole concept of PROJECT BEST-PAL is the ABE program recruitment. Although many of the participants were generally well educated, referrals from social agencies and recruitment contacts brought in people in need of ABE or high school completion The TRC's were alert to these situations and immediately targeted in on recruitment for ABE/G.E.D. and other educational program referrals. As of April 1984, 10 ABE students were recruited from BEST-PAL classes. It is estimated that 80% of the 140 people enrolled during the first series of BEST-PAL classes came from middle-class black families. This trend is expected to change as the classes become less "threatening" to those who are in need of ABE.

E. Program Interfacing - Related Agencies

The ABE Outreach program has always kept in close contact with those agencies serving undereducated adults. A special effort was made to keep these agencies abreast of the activities related to Project BEST-PAL. A letter of program explanation was mailed out in September 1984 to the following agencies: Child Care Association, Family Counseling Center, Health and Rehabilitative Services, Welfare Department, Student Services (School District), Primary Specialist Program (S.D.), Exceptional Educational Department (S.S.), Early Childhood Education (BCC), Parent Education Resource Center, Education for Teenage Mothers (ETM), and other parent support groups within the county (Appendix 8).

The Child Care Association received a special grant from Health and Rehabilitative Services (HRS) to train volunteers as "mentors" to teenage mothers. The BEST-PAL project director was invited to be the guest speaker at a luncheon given in honor of these volunteers. Volunteerism and PROJECT BEST-PAL were the emphasis of this presentation. Close ties between these two projects have been in existence. Several agency personnel attended the reception given in honor of the BEST-PAL Volunteer Sponsors.

OUTREACH
SERVICES
COUNSEL

F. Project General Publicity

Publicity about this project assumed the following pattern:

1. Initial letter of intent to community agencies and related programs.
2. Needs assessment conducted within the targeted areas alerted the community about the project.
3. BEST-PAL flyers distributed in January and February 1984 announcing the availability of classes (Appendix 9).
4. Posters placed within the targeted communities (Appendix 10).
5. Newspaper article appeared in the TODAY Newspaper in March 1984 (Appendixes 11, 12).
6. Television coverage by Channel 2--appeared on the 6:00 p.m. newscast.
7. Radio interview with the Project Director on a Sunday morning local talk show.
8. Speaking engagements and visits with community agency personnel.
9. Recruitment activities made by TRC's and Volunteer Sponsors.

It's wonderful!

Just call us.

G. Training for the Volunteer Sponsors

Training arranged for the Volunteer Sponsors was a significant component of PROJECT BEST-PAL. Training workshops were designed to enable community citizens with minimal background in parent education and/or group facilitation to become skilled enough in both areas to be effective group leaders.

Three training sessions were presented during January and February 1984 (see Appendixes 13-16). Each session was four hours in length and held on Saturday mornings from 8:30 a.m. to 12:30 p.m. The first session focused on teaching basic communication skills which are needed by a group leader (i.e., active listening, non-verbal communication, summarizing, non-judgmental statements, open-ended questions, and understanding value systems, etc.) and on group facilitating skills (i.e., group dynamics, roles people play in a group, how to overcome resistance, how to keep a group on track and moving along, etc.). Experiential activities were incorporated into all three sessions so that there was mixture of theory and practice. Audio-visuals and lecture were also involved in the training sessions. The Project Assistant and an outside (BCC employee) consultant who specializes in teaching communication skills were the training instructors at the first session. There were 21 people present. Sixteen were volunteers and five were ABE Teacher/Recruiter/Counselors. The two module developers and Project Director were also involved in all three sessions.

The second and third sessions were, in effect, a run through of all the modules (Levels I and II). The two module developers led the second two sessions due to their familiarity with the material, skills in group leadership, and dedication to the intent of the project. They worked with small groups of 10 to 11 people, giving each group an opportunity to obtain skills necessary to instruct from either Level I or II. Experiential activities which were to be used in the classes were demonstrated and rehearsed with the Volunteer Sponsors. Time was scheduled at the end of each session for questions and answers, as well as general discussion.

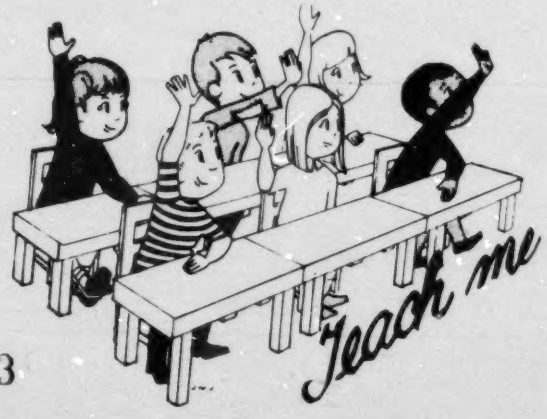
At the conclusion of each of the training sessions, an evaluation was conducted (Appendix 7). Results were very positive. These evaluations were used by the project planners to assess needs for future

sessions. The major criticism from the participants was the desire to have one additional training session. They felt one more workshop covering the modules with more practice opportunities would have been very helpful. The Volunteer Sponsors had also evolved a close knit support for one another and wanted to have more time to discuss plans among themselves for their classes, exchange ideas and work on becoming more familiar with the modules.

For several members who missed a portion of the training due to other commitments, the Project Assistant met with these people at a later date and covered the material which they had missed. The last training session allowed time for each Volunteer Sponsor to commit how and where she was to set up BEST-PAL classes. Many had already confirmed meeting sites and had recruited participants. Ten volunteers said they would teach classes. The remaining six volunteers felt uncomfortable with the prospect, but felt that they would participate in the classes and maybe set up their own at a later date.

Prior to the last training session, the project developers met and analyzed special needs not covered in the previous workshops. It was felt that a brief guide should be created to assist the volunteers in cross-referencing the Levels I and II modules. Things that had been left out or not previously assessed were placed in this "addendum" to the Volunteer Sponsor Leader's Guide. This handout was discussed at the last training session and seemed to solve unforeseen problem areas.

In summary, the major emphasis in these training workshops was to teach basic group leadership skills, impart information on parenting education theory and stress the importance of teaching this material in an open, non-threatening manner, and create an awareness within the group of the intent of the project, which was to expand Adult Basic Education Outreach and other educational opportunities for low socio-economic people.



H. BEST-PAL Outreach Classes

At the last training workshop for the Volunteer Sponsors, each one indicated whether she would offer a series of classes beginning the latter part of February and running through March/April. There were eight sites identified at this meeting that were confirmed. In a session with the TRC's in the last week of February, eleven sites were confirmed with an enrollment of 128 people. Most of these classes ended their sessions the last week of April and first week of May. Five additional classes were offered during May and June 1984. Total participation reported on May 4th was 142 with five more classes starting the following week.

It was found that as people heard about the classes they wanted to enter right away rather than wait for a new series. As a result, classes tended to increase in enrollments with the promise that they could attend those sessions on specific topics missed during the next series. This seemed to work very well due to the module's unique and flexible format.

Although initial publicity and recruitment, conducted by the TRC's and Volunteer Sponsors, was very effective, "word of mouth" brought many people to these classes. Class size ranged from 8 to 28. In analyzing the background of participants, it was found that approximately 80% came from middle-class black families. In one class in West Cocoa, the group was predominantly ABE with eight new ABE students being recruited into the regular ABE class located at this site. This particular area has its own unique characteristics which are predominantly lack of education and "suspicion" of anything that promotes change within the community. The breakthrough of an ABE program and BEST-PAL occurred in this neighborhood for the first time in the fall 1983. There are two Volunteer Sponsors and one TRC working in this area.

It is too early for the project directors to analyze the final impact of this project on the low socio-economic areas where BEST-PAL classes have occurred. However, the following assumptions are made based on evaluations and meetings with TRC's and Volunteer Sponsors at the end of May 1984.

1. Undereducated adults (parents) in many cases were reluctant to attend BEST-PAL classes for much the same reasons they do not attend

ABE Outreach courses. One Volunteer Sponsor said she got a positive verbal response and later found out that the reason the adults did not attend was because they thought the class would involve being "tested." It can be assumed that more training is needed with Volunteer Sponsors on how to conduct recruitment/counseling of the undereducated populace.

2. The reason for the overwhelming response of the better educated people in these targeted areas is mainly attributed to the fact that parenting education classes had not been offered before with their communities. Also, the publicity about the program conducted by the TRC's and Volunteer Sponsors targeted in on these communities in a manner not previously attempted. Using door-to-door contact, speaking engagements, announcements and encouragement by church pastors, and newspaper publicity resulted in widespread knowledge about the availability of this program. The key, however, to the success of this project rests in the fact that the TRC's and Volunteer Sponsors live in these neighborhoods and are respected by the community members.

It has become widely accepted by Adult Basic Education educators that in order to create a successful ABE outreach program, community leaders located in the undereducated areas should have key responsibility for administrating the educational endeavors. If these people believe in the concept of ABE and have the dedication to help their neighbors become more productive citizens, they will "sell" it to the populace. This assumption has proved to be true as it relates to Brevard's ABE Outreach Program and this year's PROJECT BEST-PAL.

3. Those parents already enrolled in ABE Outreach classes were easy to recruit into BEST-PAL because of having already accustomed themselves to a "class" situation which was non-threatening. Illiterate people do not readily place themselves into situations which could prove embarrassing or reveal lack of education.
4. All of those people attending these classes were women. This can be analyzed on both social and sociological factors. Black women are usually the matriarch of the family structure and viewed as the disciplinarian of the children. Also, black women are heads of

households. Men are reluctant to attend classes when there is the possibility of only a few other men being present. White middle-class values have promoted the concept of both parents being involved in the decisions related to children. In both value systems, men are reluctant to attend parenting classes, especially when the wife is insistent and it is not viewed as a shared need or experience. The recommendation made to involve the fathers in BEST-PAL classes was to offer special classes for "couples only." This way, fathers would feel more comfortable knowing that at least an equal number of men would be present and therefore, feel less "threatened." This type of approach will begin in the fall 1984 with the re-opening of outreach programs.

5. It is expected that as a result of this spring's first run of BEST-PAL classes, information about its popularity will spread by word of mouth throughout the communities. Not anticipated was the formation of the strong support groups evolving from BEST-PAL classes. This became predictable after the last training session for Volunteer Sponsors. The group expressed a sadness about giving up the fellowship and wanted opportunities for future meetings together.
6. The TRC's felt that the "educational awareness" portion of the project would have a more pronounced impact during the next series of classes to be offered in the fall. It is interesting to note that the TRC who recruited the eight ABE students from her parenting class started out immediately talking about ABE as it related to BEST-PAL. Other TRC's said that they were making progress with some participants and would acquire new ones better suited to ABE during their last series of classes for the spring term. At any rate, the ABE component of the grant is expected to be fully realized as these communities become more aware of the non-threatening elements and positiveness of the classes being offered. Word spreads quickly in these targeted areas. Many doors have been opened within these five communities which were hard to enter prior to this project.

For a complete breakdown on enrollments for each BEST-PAL class offered, see Appendix 18.

I. BEST-PAL Evaluations

An evaluation was completed by each participant after each of the three training sessions held on Saturday mornings. Summaries of these evaluations are presented in Appendixes 19-21. At the close of the last training session, it was evident that the group was in need of another session. Upon reflection, if an extra session had been planned, perhaps more than 10 Volunteer Sponsors would have participated in the instructional part of the project. Evaluations also pronounced the importance of the topic to the group as a whole. They wanted to know more about parenting either for themselves personally, for their own jobs, and because they wanted to teach parenting as a volunteer. All of those present were parents of children at varying ages. Ages of the volunteers ranged from early 20's to late 50's. The evaluations reflected a timely topic and a wide range of needs to be met. One respondent said, "I've been the same for years and find it difficult to change. HELP!" At one point during a small group session relating to a module topic, a member broke into tears. The skill of the leader and empathy of the group resolved what could have become an embarrassing situation for this participant. Shared humor soon brought the group back into a relaxed mode.

The evaluations reflected the quality of knowledge and leadership demonstrated by the consultants. The Project Assistant did a session on group dynamics and worked closely with the module developers. This person was also the part-time coordinator of the local Parent Education Resource Center. The two module writers served as major consultants in training the volunteers on how to implement parenting education using the

leader's guide and modules. All of the people involved in the project's development were dedicated to its objectives and enthusiastic about the outcomes. This attitude, plus the expertise as presenters, swept over into the training atmosphere which contributed to the excellent evaluations of the training sessions.

Evaluation of the outreach BEST-PAL classes was completed at the end of the 12- to 14-hour series. The participants had the opportunity to react separately to each topic/module. An overview of these evaluations can be found in Appendix 22. The Volunteer Sponsors also evaluated their own effectiveness by completing a self-evaluation form which was turned in at the conclusion of their class (Appendix 23). In several evaluations turned in by class participants, it is interesting to note that specific areas were rated a "3" (average) in the area of discipline. The TRC and Volunteer Sponsor who receive the "average" rating on their presentation of "discipline" were puzzled since all other modules were rated excellent. In verbally analyzing this situation, they said that several people remained uncommitted on this topic, whereas on other topics they were much involved. No one expressed strong dissent with the way the topic was presented or the discussion that issued. In recall, the leaders felt that they had overlooked body language and withdrawal signals because a lively discussion was occurring. Perhaps due to the fact that the group liked everything else about what was going on, the rating of "average" for the discipline module was an explanation of an unwillingness to change their feelings about how they implemented discipline with their children. Invariably, the above evaluators wrote a positive comment on the evaluation form about the class in general!

To react to participant evaluations more thoroughly and positively, the TRC's and Volunteer Sponsors felt a need to bring the group together again in an informal session to review their roles and seek new ways to act as leaders with specific modules/topics. A meeting was arranged for May 31 in the late afternoon to accomplish this task, as well as to provide evaluation of the overall impact of the project. Following this meeting, a reception was planned at which a review of BEST-PAL would occur and all the Volunteer Sponsors would be honored. Community agency representatives were present to share in the results and recognition of those who volunteered to participate in this project (Appendixes 24-25).

EVALUATION

Evaluation of BEST-PAL activities were conducted as follows.

1. After each of the three training sessions, participants completed an evaluation form. All evaluations of training were above average to excellent with such comments as, "I've always wanted to go throught this type of training. The topic is one that I'm interested in and the leaders are great!" "I don't want this training to end. Can't we have another session?" (Appendix 19-21)
   At the end of the last training session, it was evident that one more four hour session would have been appropriate in order to help the Volunteer Sponsors feel more confortable in their new role as instructors of parenting education.

2. At the end of each BEST-PAL class, participants completed an evaluation. All of the ratings were above average to excellent. The Volunteer Sponsors also completed a self-evaluation instrument assessing how they perceived their performance as instructors/leaders. Although some room for improvement was noted for themselves, they highly valued the experience and wanted to continue offering the program. (Appendix 22-23)

   The evaluations reflected an enthusiasm and appreciation for the content and objectives of the project. The targeted communities had never had such a program offered within their neighborhoods and 95% had never attended parenting education classes prior to this offering. The final evaluations indicated an overwhelming desire for a continuing program.

3. Evaluations were conducted with the ABE/TRC's the latter part of May, 1984. Although there were 15 new students recruited into ABE Outreach classes, it was felt that this number would increase as more (BEST-PAL) classes are offered in the fall. The participants during the spring, 1984, classes were predominantly middle-class black women. The ABE/TRC's felt that as the program became less threatening to the undereducated population, they could recruit these people into parenting classes. It was felt that word-of-mouth about the success of these classes would serve to demonstrate that no one was going to be "tested." The ABE/TRC's were very enthusiastic about the project and assessed that the communities would benefit from the continuence of this recruitment model during the coming year. Several ABE/TRC's indicated they would offer parenting classes during July and August because of the demand and their own desire not to lose contact with the communities over the summer. (This would be volunteer time for these ABE/TRC's since their contracts end the last of June and do not begin again until the latter part of August).

4. A major criticism was that no men (fathers) participated in the classes. A suggestion was made to offer a class in each community for "couples only." This way, the fathers would not feel out of place in a group conspicously composed of women.

5. Dr. Ellen West critiqued the modules and leader's guide as to reading level and suitability of the material to the target group. Dr. West is a reading specialist and currently directs the Education for Teenage Mothers program in Gainesville. She indicated that the reading level of the modules ranged from second to seventh grade level in comprehension. It was noted that the vocabulary syllabication pushed the range to the 7th grade. However,these larger words were part of the definition section which assisted the learners in understanding word meanings. She liked the way the modules were set up to allow a great deal of discussion without being "threatening" to slow readers. The illustrations were rated excellent, expecially since they were highly interpretive to the written matter and discussion topics. The leader's guide provided sufficient information to assist any lay person in the instructional process. Her suggestion for corrections was related mostly to specific content. It should be noted that the statistics about the number of teenage mothers is related to Florida and not nationally. Also, the use of the term V.D. (Veneral Disease) is passe. The new terminology is S.T.D. (Sexually Transmitted Disease). It is suggested that group leaders introduce the latest terminology. This segment would fit more readily into the leader's guide rather than be placed in the modules.

Overall, Dr. West's comments were very positive and she was anxious to receive the fanalized editions to use in her parenting education program.

RECOMMENDATIONS/CONCLUSIONS

1. Twelve hours were devoted to training the ABE/TRC's and Volunteer Sponsors with additional personal help given to requesting trainees. The project originally called for four training sessions. In evaluating the cost factors, the last session was dropped. It now appears that another four hour session might have assured participation in the instructional program by the six (6) volunteers who went through training but did not teach a class.

Also, in retrospect, the project coordinators feel that a Saturday session should have occurred in May in order to conduct a more indepth verbal evaluation. Dependence was placed upon the ABE/TRC's to serve as intermediaries with the Volunteer Sponsors in this process which might not have been the best approach.

2. Little or no criticism was made about the modules and leader's guide in the evaluations. Leadership skills of the instructors might need more attention in the areas of communications and sex education. The group felt that they needed someone to call upon weekly to assist with "problem" areas they were encountering. It is recommended that a person trained in parenting education be hired on a part-time basis to oversee the first series of classes to give assistance in problem areas.

3. More training in counseling the truly low socio-economic populace needs to be done during the training period. Although a section was provided in the leader's guide on this topic, additional detailed discussion and role-playing were needed to prepare the volunteer instructors. The fourth training session would have been ideal for addressing these special areas.

4. Please note on pages 95 -107 in the VOLUNTEER SPONSOR LEADER'S GUIDE that the section entitled "Parenting Pearls" does not give recognition to Drs. Art & Verna Burrichter, Family Counseling Center, Boca Raton, Fl. Although the illustrations were selected by the project director, the words belong to Art and Verna who gave an excellent workshop on counseling adult learners in August, 1983. A special session was arranged with the ABE/TRC's to discuss with Art & Verna aspects of BEST-PAL.

DISSEMINATION

The following products developed under this project are available for dissemination:

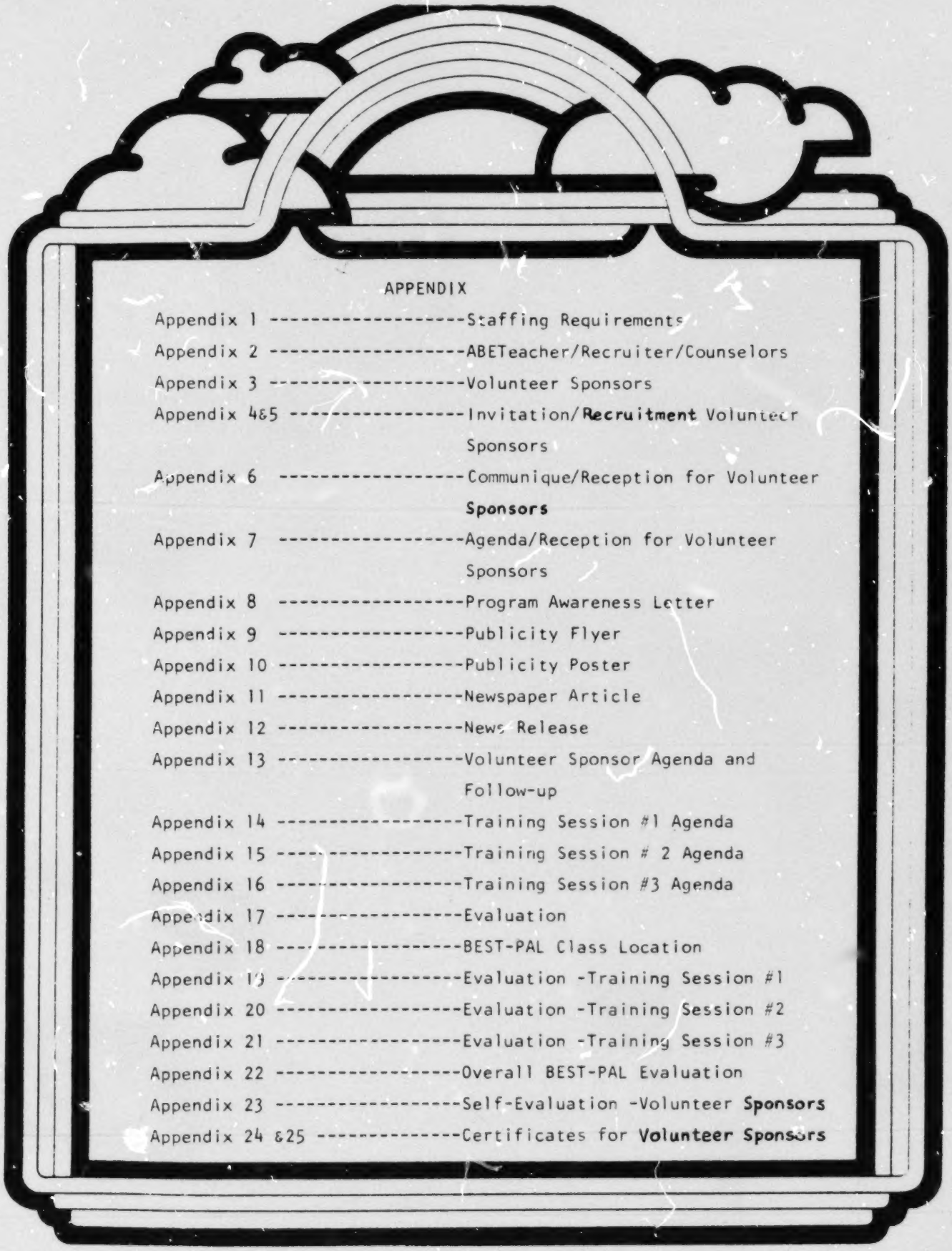
2 sets of BEST-PAL modules (Level 1 & 2)
1 Volunteer Sponsor Leader's Guide to BEST-PAL
1 BEST-PAL Process Manual for Program Implementation

Correlated locally developed program used as a basis for this project:

Brevard Community College's ADULT BASIC OUTREACH PROGRAM GUIDE: Teacher/Recruiter/Counselors

PROGRAM PRESENTATIONS made for dissemination:

District III Adult Administrators Meeting in Orlando, March, 1984
Commission on Adult Basic Education, Baltimore, MD, April, 1984
AAACE Regional Conference, Nashville, TN, August, 1984
Project Directors' Meeting, Tallahassee, Januar, 1984
Child Care Association, Cocoa, FL Guest Speaker at Luncheon, April, 1984
FAEA Conference, October, 1984



APPENDIX

Appendix 1 ----------Staffing Requirements

Appendix 2 ----------ABETeacher/Recruiter/Counselors

Appendix 3 ----------Volunteer Sponsors

Appendix 4&5 ----------Invitation/Recruitment Volunteer Sponsors

Appendix 6 ----------Communique/Reception for Volunteer Sponsors

Appendix 7 ----------Agenda/Reception for Volunteer Sponsors

Appendix 8 ----------Program Awareness Letter

Appendix 9 ----------Publicity Flyer

Appendix 10 ----------Publicity Poster

Appendix 11 ----------Newspaper Article

Appendix 12 ----------News Release

Appendix 13 ----------Volunteer Sponsor Agenda and Follow-up

Appendix 14 ----------Training Session #1 Agenda

Appendix 15 ----------Training Session # 2 Agenda

Appendix 16 ----------Training Session #3 Agenda

Appendix 17 ----------Evaluation

Appendix 18 ----------BEST-PAL Class Location

Appendix 19 ----------Evaluation -Training Session #1

Appendix 20 ----------Evaluation -Training Session #2

Appendix 21 ----------Evaluation -Training Session #3

Appendix 22 ----------Overall BEST-PAL Evaluation

Appendix 23 ----------Self-Evaluation -Volunteer Sponsors

Appendix 24 &25 ----------Certificates for Volunteer Sponsors

STAFFING REQUIREMENTS (PART-TIME PAID)

1 - PROJECT ASSISTANT
2 - MODULE DEVELOPERS
4 - TRAINERS
6 - ABE TEACHER/RECRUITER/COUNSELORS

JOB DUTIES

Talent is both a call and a responsibility!

PROJECT ASSISTANT

1. DEVELOP PUBLICITY AND PROGRAM PROMOTION
2. COORDINATE MODULE DEVELOMENT
3. ORGANIZE AND IMPLEMENT VOLUNTEER SPONSOR TRAINING SESSIONS
4. SERVE AS A CONSULTANT IN THE TRAINING SESSIONS
5. COMPLETE REVISIONS IN MODULES AFTER EVALUATIONS

MODULE DEVELOPERS

1. EACH DEVELOPER WRITES ONE SET OF MODULES.
   1 COMPLETE SET OF 8 MODULES FOR LEVEL 1
   1 COMPLETE SET OF 8 MODULES FOR LEVEL 2
2. EACH DEVELOPER WRITES A VOLUNTEER SPONSOR'S HANDBOOK TO BE USED WITH THE MODULES.
3. BOTH DEVELOPERS SERVE AS CONSULTANT TRAINERS AT WORKSHOPS

4. COMPLETE MODULE REVISIONS BASED ON EVALUATIONS.

ABE TEACHER/RECRUITER/COUNSELORS

1. CONDUCT NEEDS ASSESSMENTS IN TARGETED COMMUNITIES.
2. PUBLICIZE BEST-PAL CLASSES IN TARGETED COMMUNITIES.
3. PARTICIPATE IN VOLUNTEER SPONSOR TRAINING WORKSHOPS.
4. SET UP OUTREACH BEST-PAL CLASSES IN COMMUNITY CENTERS AND CHURCHES.
5. SERVE AS TEAM MATE TO VOLUNTEER SPONSOR DURING FIRST SERIES OF CLASSES.
6. PROVIDE COUNSELING ABOUT ABE AND ADULT PROGRAMS TO BEST-PAL PARTICIPANTS IN CLASSES.
7. OVERSEE RECORD KEEPING AND EVALUATIONS.

Success comes in "Cans"

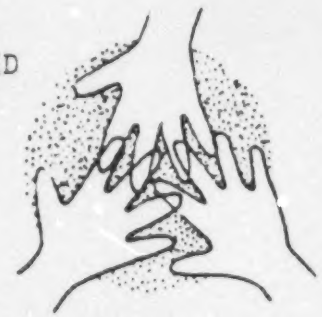
24

VOLUNTEER SPONSORS

CRITERIA FOR SELECTION

Something Good is going to happen to me Today.

1. HAVE A MINIMUM OF A HIGH SCHOOL DIPLOMA WITH POSSIBLE JR. COLLEGE COURSE WORK.
2. DEMONSTRATE A COMMITMENT TO COMMUNITY SERVICE.
3. SOME EXPERIENCE IN LEADERSHIP ROLES WITHIN COMMUNITY (CHURCH, GOVERNMENT, COMMUNITY COUNCILS, ETC.).
4. RESPECT FROM CITIZENS WITHIN THE TARGETED COMMUNITY (PREFERABLE THIS PERSON LIVES WITHIN THE COMMUNITY).



DUTIES

1. PARTICIPATE IN AND COMPLETE THE 3 TRAINING SESSIONS.
2. CONDUCT WITH A TEAM MATE A MINIMUM OF ONE SERIES OF BEST-PAL CLASSES WITHIN A TARGETED COMMUNITY.
3. RECRUIT PARTICIPANTS FOR BEST-PAL CLASSES

* 4. RECRUIT PARTICIPANTS AND CONDUCT A SECOND SERIES OF BEST-PAL CLASSES.

* 5. CONTINUE AS A VOLUNTEER SPONSOR USING BEST-PAL AND ADDITIONAL PARENTING EDUCATION MATERIALS.

A SPECIAL INVITATION TO ONLY SPECIAL PEOPLE!

VOLUNTEER SPONSORS

for

PROJECT: B E S T - P A L

(Basic Education Skills Through-Parent Affective Learning)

PROJECT BEST-PAL is a Special Demonstration Project to show a model for recruitment of adults into adult education programs. These programs might be Adult Basic Skills, G.E.D. preparation, high school completion, or any course of study that will up-grade employability skills and/or will assist people in learning and growing.

PROJECT BEST-PAL has as its central theme, PARENTING EDUCATION. Parenting skills are learned skills and not something we inherit at birth. We all strive to be good parents. Sometimes we need the opportunity to share our parenting skills with others and to learn new ones for ourselves. PROJECT BEST-PAL has the following objectives:

1. Provide short-term effective parenting classes within targeted communities. Classes are to be held in churches, community centers, and selected homes.

2. To have volunteer sponsors selected from these communities who will assist with recruitment of adults into outreach adult education programs and conduct short-term effective parenting classes.

By saying you will be a VOLUNTEER SPONSOR in this program, you are commiting yourself to a post of service to your community. You will receive a special award for community service and be recognized in the public media. Your name will also be published in a program manual which will be shared throughout Florida and nationally.

YOUR commitment to this effort involves the following agreement:

1. To participate in twelve (12) hours of training:
   January 21 (8:30a.m. - 12:30 p.m.)
   February 4 (8:30 a.m. - 12:30 p.m.)
   February 18 (8:30 a.m. - 12:30 p.m.)

2. To serve as a volunteer sponsor instructor of Effective Parenting classes or a minimum of one series of 12 to 14 hours. Classes meeting for two hours per session over a six weeks period.

3. To keep records on attendance at your class.

4. To complete a final evaluation of your class with participants.

You will work with another volunteer sponsor during your first series of classes. Further assistance will be given by the Adult Basic Education Teacher/Recruiter/Counselors. If you desire, you can conduct another series of classes without a team member.

You will be provided with instructional modules on Effective Parenting and a Volunteer Sponsor's Instructor Manual.

For Interview: 632-1111, X 2300 Brevard Community College, Open Campus
Bette Singer, Project Director

BREVARD COMMUNITY COLLEGE

REPLY TO: Cocoa Campus

Dear

Let us extend congratulations to you on being selected to participate in Brevard Community College's 310 Special Demonstration & Teacher Training Project, BEST-PAL (Basic Education Skills Through-Parent Affective Learning). Qualifications needed for volunteer sponsors' involvement in this project are good communication and leadership skills, respect earned within the community, an interest and concern for educational growth, and a willingness to commit minimal time for a community service endeavor.

As a volunteer sponsor you will be involved in the following activities:

1. Three (3) training sessions held on Saturdays - January 14, 1984, February 4, 1984 and February 28, 1984. Each session will occur between 8:30 a.m. and 12:30 p.m. In these sessions you will experience an opportunity to increase your skills in communications, leadership roles, group dynamics, and effective parenting, as well as enjoy an informal gathering of people dedicated to helping others reach for a better way of life.

2. Following the training sessions, you and a teammate will be involved in setting up a BEST-PAL (effective parenting) class within your community. Instructional BEST-PAL modules and a Volunteer Sponsor's Handbook will assist you in conducting six sessions of two hours each over a three to six week period. Assistance in your efforts will come from our Teacher/Recruiter/Counselors who will have gone through the training program with you.

If after this first series of classes you wish to continue offering BEST-PAL classes, instructional materials will be provided for you.

All the details about the project will be covered thoroughly in the training sessions. It is important that you commit yourself to the 12 hours of training in order to be able to effectively participate in the project.

District Administration □ Cocoa Campus □ 1519 Clearlake Road □ Cocoa, Florida 32922 □ (305) 632-1111
Titusville Campus □ 1111 North Washington Avenue □ Titusville, Florida 32780 □ (305) 269-5664
Melbourne Campus □ 3865 North Wickham Road □ Melbourne, Florida 32935 □ (305) 254-0305
Patrick Center □ P. O. Box 4636 □ Patrick Air Force Base, Florida 32925 □ (305) 784-1911

Page 2

Your efforts certainly will not go unnoticed! Volunteer sponsors will be given two special certificates; one for training and one for community services (Continuing Education Units can be earned for training). Local, State, and National recognition will be given Volunteer Sponsors through a project process manual. There will be local media releases about all your activities.

If you have any further questions about the project, please contact me at 632-1111, extension 2300. We greatly appreciate your valuable time to be contributed to a worthy community effort.

Sincerely,

Elizabeth Singer
Project Director

ES/jm

BREVARD COMMUNITY COLLEGE

May 15, 1984

Dear Friend of PROJECT BEST-PAL,

We had planned to have a dinner honoring the teachers in our parenting classes last month. However, there were many conflicts in schedules,and we decided to postpone it until late May. Therefore, we are having our Awards ceremony and Project Evaluation celebration on Thursday, May 31 from 5-7 P.M. in the Faculty Dining Room in the Cafeteria at the Cocoa Campus. We will have light refreshments (punch and pastries), and there will be a short ceremony to present awards and review the progress of the classes held this Spring. It has been a very exciting venture,and I think everyone will enjoy hearing about the results of our combined efforts!

Please call Bette Singer's office and let us know if you plan to attend (632-1111, ext. 3180). We are looking forward to having you with us for this rewarding wrap-up of PROJECT BEST-PAL.

Sincerely,

Cynthia

Cynthia Brubaker
Project Assistant

District Administration □ Cocoa Campus □ 1519 Clearlake Road □ Cocoa, Florida 32922 □ (305) 632-1111
Titusville Campus □ 1111 North Washington Avenue □ Titusville, Florida 32780 □ (305) 269-5664
Melbourne Campus □ 3865 North Wickham Road □ Melbourne, Florida 32935 □ (305) 254-3305
Patrick Center □ P. O. Box 4636 □ Patrick Air Force Base, Florida 32925 □ (305) 784-3911

PROJECT BEST-PAL REUNION

THURSDAY, MAY 31, 1984

Come to our "official" reunion to hear about the classes and how everyone did....and be a part of the awards presentations!

5PM - 7PM

5:00 PM ----------Refreshments
5:30 PM ----------Welcome, Bette Singer
5:45 PM ----------Introduction of Guests & TRCs

Program

I. Background on Project Best-Pal, Bette Singer
II. Training & Development for Best-Pal, Cynthia Brubaker
III. Introduction of Volunteer Sponsors & Trainers, Cynthia Brubaker
IV. Module & Leader's Guide Development, Yvette Zgonc & Altamese Davis
V. Outreach Program, Barbara Jenkins, Outreach Coordinator
VI. Volunteer Sponsor Reports, Project Best-Pal Teachers
VII. Awards & Certificates, Bette Singer & Barbara Jenkins

FACULTY DINING ROOM
CAFETERIA
COCOA CAMPUS

(SAMPLE)

Letter sent to alert those agencies concerned with PARENTING EDUCATION.

BREVARD COMMUNITY COLLEGE

September 20, 1983

Mrs. Barbara Moore
Executive Director
Child Care Association
18 Harrison Street
Cocoa, Fl 32922

Dear Barbara:

Brevard Community College, Open Campus, has received a 310 Special Demonstration Project which involves parenting education. It is entitled "PROJECT BEST-PAL" (Basic Education Skills Through Parent Affective Training). This grant is designed to reach undereducated, low socio-economic people who may be in need of basic skills education and in addition, parenting education. Therefore, the grant will focus on both aspects of learning basic skills acquisition and parenting skills.

The goal of this Special Demonstration Grant will be to reach the undereducated in four targeted communities throughout Brevard County and offer them parenting classes. Volunteers from these communities will be trained to assist with instruction. After the parenting classes are completed, it is hoped that participants will continue in furthering their education at outreach Adult Basic Education classes or adult centers.

Over the next few months, a community needs assessment will be conducted to determine which aspects of parenting the targeted groups wish to learn and write parenting curriculum modules designed specifically for low reading levels. These modules will incorporate various aspects of basic skills development, i.e., reading, writing, computation, and verbal skills, using effective parenting as the vehicle for learning.

Another objective is to work closely with those community organizations and agencies concerned and committed to helping parents learn better skills in the upbringing of their children. If you have any suggestions or questions, we welcome your input and expertise. At the conclusion of the Special Demonstration Project, the results and modules will be made available for your review and use if applicable.

Sincerely,

Elizabeth Singer
Project Director

ES/jm

Cocoa Campus
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111

Melbourne Campus
3865 North Wickham Road
Melbourne, Florida 32935
(305) 254-0305

Titusville Campus
1111 N. Washington Ave.
Titusville, Florida 32780
(305) 269-5684

ADULT BASIC EDUCATION CLASSES

are offered at Adult / Community **Education Centers** and at many OUTREACH CENTERS located in **churches** and community buildings. An OUTREACH TEACHER / COUNSELOR can come to your home to discuss an **educational** program suited to your needs. Classes are informal with a friendly and confortable setting.

CLASSES & INSTRUCTIONAL AIDS ARE FREE!

CALL TODAY: 632-1111, Ext. 2300
Adult / Community Education
Brevard Community College
Cocoa, FL 32922

BREVARD COMMUNITY COLLEGE
Maxwell C. King, President

BOARD OF TRUSTEES
Roger W. Dobson, Chairperson
Mrs. Irene H. Burnett, Vice Chairperson
Robert L. Nabors
Philip F. Nohrr
Ralph M. Williams, Jr.

BREVARD COUNTY SCHOOL DISTRICT
Lloyd A. Soughers, Superintendent

SCHOOL BOARD
John Williams Baker, Chairperson
Lynn Demetriades, Vice Chairperson
Larry C. Williamson
Robert A. Anderson
Esther Baker

Brevard Community College is an equal Opportunity/equal access institution.

PROJECT BEST PAL

BACK TO BASICS IN PARENTING

PARENTING EDUCATION CLASSES IN YOUR COMMUNITY!

PROJECT BEST–PAL

(Basic Education Skills Through · Parent Affective Learning)

APPENDIX 9 Cont.

Lifeskills

YOU CAN. . . .
BECAUSE YOU THINK
YOU CAN _____

A FAMILY AFFAIR

WHAT IS "BACK TO BASICS IN PARENTING?"

Basic Skills of Parenting builds support groups within your community.

Classes are taught by VOLUNTEER SPONSORS from your community.

WHO? Anyone interested in becoming a better parent may attend.

WHEN? Beginning in **FEBRUARY, 1984** in **COCOA, TITUSVILLE, WEST COCOA, MERRITT ISLAND,** and **MELBOURNE. . . .** Wherever there is an interested group.

A VOLUNTEER SPONSOR will contact you or YOU may get in touch with a volunteer sponsor.

WHERE? In CHURCHES, **COMMUNITY CENTERS,** selected HOMES in YOUR **community.**

TIME? Morning, afternoon, evening classes two hours per week for six week periods.

TRAINED VOLUNTEER SPONSORS will be your class leaders.

CLASSES ARE FREE! MATERIALS ARE FREE!

TOPICS

1. How to discipline your children.
2. How to communicate with them.
3. How to get your children to do things.
4. How to give your children love and affection.
5. How to be a good example to them.
6. How to deal with problems.
7. How to help children get along in school.

. . . . . and many other topics based on what each group wants to learn!

HOW TO JOIN A PARENT SUPPORT GROUP

Contact your community VOLUNTEER SPONSOR.

Come to a class located near your home

Call the number listed in this flyer.

Volunteer Sponsor: _____

Telephone: _____

Class Location _____

JOIN . . . . . Friends & Relatives
Share in INFORMAL Sessions!
632-1111, Ext. 2300

POSTER displayed within targeted communities. Legal size in a bright color.

BACK TO BASICS IN PARENTING

WHO

Open to people at Adult Basic Level (reading below 8th grade level) who want to be better parents

WHAT

Parent Education Meetings held in your community

WHEN

BEGINS IN FEBRUARY 1984

WHERE

Meetings in churches, community buildings and homes

TOPICS TO BE COVERED

1) How to discipline your kids
2) How to communicate with them
3) How to get your kids to do things
4) How to give your kids love and affection
5) How to be a good example to them
6) How to deal with problems
7) How to help kids get along in school

COST

NO FEES

FOR MORE INFORMATION, CALL:

BREVARD COMMUNITY COLLEGE
ADULT BASIC EDUCATION
632-1111 ext. 2300

NEWS RELEASE: (Note that no mention is made about the VOLUNTEER SPONSORS. This news release was done through an interview with a reporter. Emphasis was placed on the Volunteer Sponsors. One can't depend too much on newspaper coverage!)

TODAY, Monday, March 5, 1984

Program offers skills to uneducated adults

By JANE SHEALY
TODAY Staff Writer

Brevard residents have a brand new BEST-PAL.

Basic Education Skills Through Parent Affective Learning is a program to teach basic skills to uneducated or under-educated adults. Classes, which are free and open to the public, begin today at various locations throughout Brevard County.

The program is geared toward adults who don't read or write or who do so at a very low level. The subject matter is mature and concentrates on the skills adults need to be good parents. But the adults need not be parents to attend the classes.

"The problems of parenting seemed universal," said project director Bette Singer, "so we decided to concentrate our efforts there."

The aim of the program is to teach basic skills and encourage adults to further their education by taking high school completion classes or other postsecondary programs offered through Brevard Community College.

The program uses mature subject matter in elementary language — unlike other programs which attempt to teach reading to adults by using children's readers.

The skills to be taught are divided into different subjects such as communication, love and affection, and problem solving. Information is written on two levels — one at a third- to fourth-grade reading level and one at a sixth- to seventh-grade level. Both are designed to be used in two- to three-hour sessions, once or twice a week for six to eight weeks.

Although there has been no pre-registration, instructors already have signed up 200 students.

The program is funded with a $15,000 grant obtained by Brevard Community College. The money pays for training manuals, travel expenses and part-time salaries for its instructors.

For information about any of the classes, call the BCC Department of Adult/Community Education at 632-1111, Ext. 2290.

---------- NEWS RELEASE ---------- APPENDIX 12

Continuing Education
Cocoa Campus
Brevard Community College
632-1111 X3131

" SPECIAL DEMONSTRATION & TRAINING PROJECT "

"Project BEST-Pal: Basic Education Skills Through-Parent Affective Learning" Project BEST-PAL is a federal grant awarded to Brevard Community College, Open Campus, by the Department of Education, Tallahassee. Such projects must demonstrate a model program that can be adopted by other adult education programs in Florida and nationally.

PROJECT BEST-PAL(Basic Education Skills Through-Parent Affective Learning) addresses recruitment of adult learners for participation in parent education classes and adult basic (literacy) skills classes located in five low socio-economic areas throughout Brevard County. A community needs assessment conducted last September, determined specific topics and issues that parents felt should be addressed in the curriculum modules on effective parenting. The modules were written at two basic reading levels and incorporated non-threatening basic reading comprehension skills which serve mostly as a personal awareness of the need of additional reading comprehension and writing skills. A BEST-PAL Volunteer Sponsor's Handbook accompanies the instructional/take-home modules.

The key to the success of this project rests with its Volunteer Sponsor's. Twenty-one women coming from Melbourne, Cocoa, Merritt Island and Titusville are giving of their time to go through three training sessions held on Saturdays. At the last training session on February 18, these Volunteer Sponsors will be out in their communities setting up parenting classes in churches, community centers, select homes and ABE Outreach sites. Usually, each class will be two hours in length, meeting once or twice weekly for three to six weeks at varying hours, depending on time availability of those being served.

Adult Basic Education Outreach Teacher/Recruiter/Counselors will supervise and assist these volunteers in conducting classes. It is anticipated that over 250 people will take part in the BEST-PAL classes during its spring initiation.

Mrs. Barbara Jenkins can be contacted about the project at 636-6594 or call the Continuing Education Office, BCC Cocoa CAmpus at 632-1111, X3180.

An Invitation

TO VERY SPECIAL PEOPLE!

VOLUNTEER SPONSORS FOR
PROJECT BEST-PAL

TRAINING SESSIONS:

#1 - SATURDAY, JANUARY 14, 1984 (8:30 AM - 12:30 PM)
BREVARD COMMUNITY COLLEGE, COCOA CAMPUS
CAFETERIA (STUDENT CENTER) - NORTH ENTRY

#2 - SATURDAY, FEBRUARY 4, 1984 (8:30 AM - 12:30 PM)
BREVARD COMMUNITY COLLEGE, COCOA CAMPUS
CAFETERIA (STUDENT CENTER) NORTH ENTRY

#3 - SATURDAY, FEBRUARY 18, 1983 (8:30 AM - 12:30 PM)
BREVARD COMMUNITY COLLEGE, COCOA CAMPUS
CAFETERIA (STUDENT CENTER) NORTH ENTRY

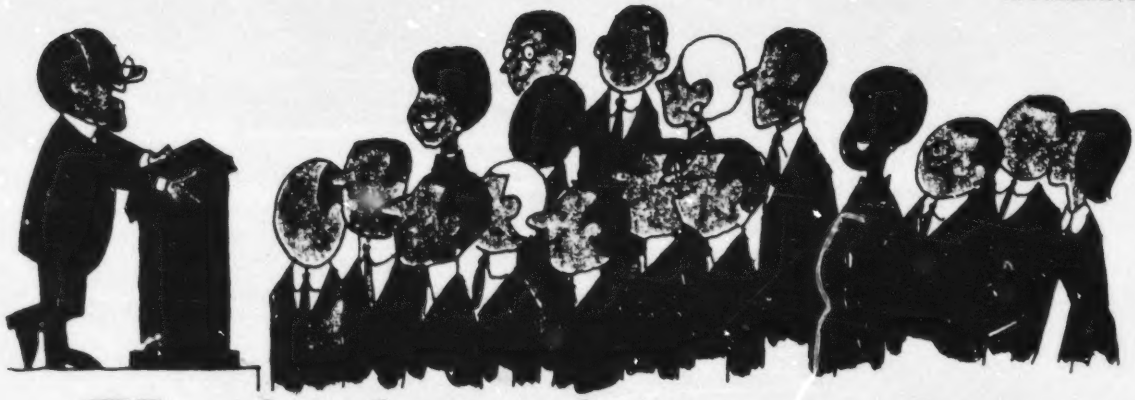
CONSULTANTS FOR TRAINING:

CYNTHIA BRUBAKER, PROJECT ASSISTANT
MARILYN VANDERLUGT, CAREER CENTER - BCC
ALTAMESE DAVIS, COUNSELOR- PARENT EDUCATOR, SCHOOL DISTRICT
YVETTE ZGONC, COUNSELOR-PARENT EDUCATOR, SCHOOL DISTRICT

PARTICIPANTS FOR TRAINING

BARBARA JENKINS, TEACHER/RECRUITER/COUNSELOR (TRC)
MARY G. BROOKS (TRC)
RUTH BUGGS (TRC)
ALICE THOMAS (TRC)
CORA L. MATHIS (TRC)
LOUISE ALBRITTON (TRC)

(SEE ATTACHED FOR VOLUNTEER SPONSORS)



Here's what we're gonna do...

PROJECT BEST-PAL (Basic Education Skills Through-Parent Affective Learning)

VOLUNTEER SPONSORS TRAINING SESSION # 1

Saturday, January 14th, 8:30 a.m.
Community Dining Room
Student Center
Cocoa Campus

AGENDA 8:00 - 8:30 (Registration & Coffee)

8:30 am - - - - - - - - Values Clarification - - - - - - - Marilyn VanderLugt
Self Disclosure
Free Information

9:15 am - - - - - - - - Asking Open Ended Questions - - - -Marilyn VanderLugt

9:45 am - - - - - - - - Active Listening - - - - - - - - - Marilyn VanderLugt

10:30 am - - - - - - - - BREAK (Coffee/Donuts)- - - - - - - - - - - - - - - - - - -

10:45 am - - - - - - - - Values Clarification - - - - - - - Cynthia Brubaker

11:00 am - - - - - - - - Group Dynamics - - - - - - - - - - Cynthia Brubaker

11:30 am - - - - - - - - Group Leader's Skills - - - - - - -Cynthia Brubaker

12:30 pm - - - - - - - - Adjournment -

RAINING SESSION # 2 - February 4th, (Saturday) 8:30 am - 12:30 pm

TRAINING SESSION # 3 - February 18th, (Saturday) 8:30 am - 12:30 pm

NOTE: The last two training sessions will address Parenting Education Instruction using modules developed for this project. It is important that you attend all three training sessions!

Consultants will be: Altamese Davis & Yvette Zgonc

Please contact the following person if you cannot attend: Bette Singer, Project Director (632-1111, X2300

PROJECT BEST-PAL
(Basic Education Skills Through-Parent Affective Learning)

VOLUNTEER SPONSORS TRAINING SESSION # 2

Saturday, February 4, 1984
Community Dining Room
Student Center
Cocoa Campus

8:00 - 8:30 a.m. REGISTRATION and coffee

AGENDA

8:30	WELCOME	Bette Singer, Project Director
8:45	MODULES (3) Walk Through of first 3 modules in each Level	Level 1, Altamese Davis Level 2, Yvette Zgonc
10:30	BREAK (coffee & donuts)	
10:45	MODULES (3) Change Levels & Walk Through 3 modules	Level 1, A. Davis Level 2, Y. Zgonc
12:15	Wrap-up/Evaluation	Bette Singer & Cynthia Brubaker
12:30	ADJOURNMENT	

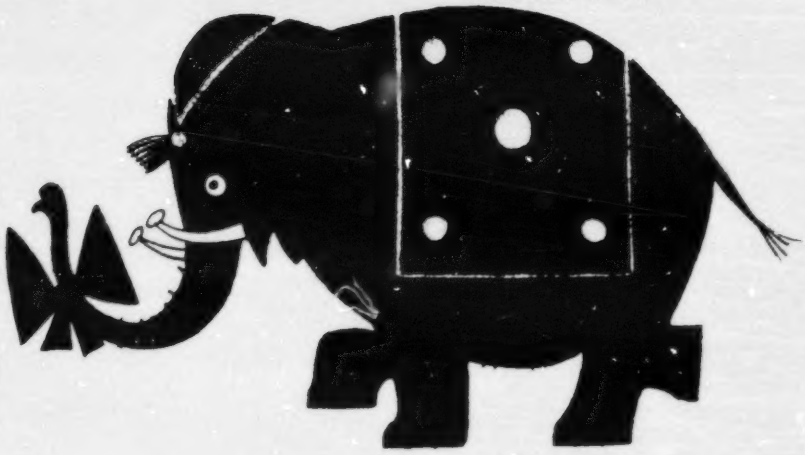
Training Session # 3 - February 18, 1984 (Saturday) 8:30 - 12:30

NOTE: The last two training sessions will be a "walk through" of all the parent education modules for both Level 1 and 2. You will actually be practicing the content of the course and learning all the material. It is extremely important that you attend both of these sessions.

Call if you are unable to attend - Bette Singer (632-1111 x 3131)

SEE YOU SOON!! 35

REMINDER REMINDER REMINDER REMINDER



PROJECT BEST-PAL

(BASIC EDUCATION SKILLS THROUGH-PARENT AFFECTIVE LEARNING)

VOLUNTEER SPONSORS TRAINING SESSION #3

Saturday, February 18, 1984
Community Dining Room
Brevard Community College
Cocoa Campus

8:00 - 8:30 a.m.
Registration and coffee

8:30	WELCOME	Bette Singer, Project Director
8:45	MODULES (walk through of Level I & II)	Yvette Zgonc & Altamese Davis
10:15	BREAK (coffee & donuts)	
10:30	MODULES (change groups & walk through of modules)	Yvette Zgonc & Altamese Davis
12	Instruction on classes, registration and evaluations	Bette Singer & Cynthia Brubaker
12:30	ADJOURNMENT	

This is the last training session. Have you been distributing the flyers and recruiting people for your classes? Have you been working on a site for the class? Please contact Barbara Jenkins if you have any questions or problems. Call BCC (632-1111 extension 3131 for information). You all have been SUPERB, OUTSTANDING, DEDICATED, INVOLVED, WILLING TO LEARN, ETC.. Now we're ready to go out in our communities and present our program!!!

February 18, 1984

PROJECT BEST-PAL

TRAINING SESSION THREE - EVALUATION

READ THROUGH THE EVALUATION. CIRCLE YOUR RESPONSE WITH A (1) being LOW and (5) being HIGH. PLEASE TURN THE EVALUATION IN BEFORE LEAVING TODAY. THANK YOU!!

1. To what extent did the training in modules of Level One help you?	1	2	3	4	5
2. To what extent did the training in modules of Level Two help you?	1	2	3	4	5
3. How would you rate the overall effectiveness of Training Session Three?	1	2	3	4	5
4. How would you rate the overall effectiveness of the entire Training Program (Sessions 1,2 & 3)?	1	2	3	4	5
5. How would you rate your participation in today's Training Session?	1	2	3	4	5
6. Are you satisfied with your participation level?	1	2	3	4	5
7. To what extent do you feel prepared to teach Parenting Education?	1	2	3	4	5
8. How would you rate the effectiveness of those training you in the modules?					
Level One	1	2	3	4	5
Level Two	1	2	3	4	5

COMMENTS OR CONCERNS

Thank you for being a part of the PROJECT BEST-PAL team! We are all working together to make stronger and better families in our communities. This is very important work, and we are proud to have your support and talents!

PROJECT BEST-PAL
(Basic Education Skills Through - Parenting Affective Learning)

BEST COPY AVAILABLE

ENROLLMENT COMPILATION

As of May 31, 1984, classes had been held at the following locations:

1) Mt. Moriah Baptist Church
Palm Bay, Florida
Instructor: Betty Payne, Marylou Robinson
Total Enrollment: 10

2) Monroe Street Center
Melbourne, Florida
Instructor: Louise Albritton
Total Enrollment: 11

3) St. James Baptist Church
Eau Gallie, Florida
Instructor: Johnnie Mae Scott
Total Enrollment: 15

4) Frierdship Baptist Church
Cocoa, Florida
Instructor: Mary Brooks
Total Enrollment: 10

5) Headstart Center
Titusville, Florida
Instructor: Juanita Wright
Total Enrollment: 14

6) Greater Mount Moriah Church
Melbourne, Florida
Instructor: Marylou Robinson
Total Enrollment: 13

7) Peter Young Senior Citizen Center
Cocoa, Florida
Instructor: Barbara Jenkins, Connie Miller
Total Enrollment: 11

8) Headstart Center
Merritt Island, Florida
Instructor: Willie King, Valerie Johnson
Total Enrollment: 14

9) Zion Orthodox Baptist Church
Cocoa, Florida
Instructor: Barbara Jenkins
Total Enrollment: 20

10) Genesis House
Melbourne, Florida
Instructor: Julia Flanders
Total Enrollment: 12

11) Toddlers World
Palm Bay, Florida
Instructor: Betty Payne
Total Enrollment: 12

12) Lakeview Baptist Church
Cocoa, Florida
Instructor: Mary Brooks,
Eunice Horsley, Elmira Smith
Total Enrollment: 20

13) Bethlehem Baptist Church
Titusville, Florida
Instructor: Nancy Elmore
Total Enrollment: 12

TOTAL: 174

EVALUATION COMPILATION

TRAINING SESSION #1 JANUARY 14, 1984

INSTRUCTIONS:
READ THROUGH THE EVALUATION. CIRCLE YOUR RESPONSE WITH A (1) BEING LOW AND A (5) BEING HIGH. TURN IN BEFORE LEAVING.

	1	2	3	4	5
1. TO WHAT EXTENT DID THE PROGRAM ON COMMUNICATIONS HELP YOU?			1	3	14
2. TO WHAT EXTENT DID THE PROGRAM ON GROUP LEADERSHIP HELP YOU?				5	13
3. HOW WOULD YOU RATE THE OVERALL EFFECTIVENESS OF TRAINING SESSION ONE?				3	15
4. HOW WOULD YOU RATE YOUR PARTICIPATION?		1	5	4	8
5. HOW WOULD YOU RATE THE EFFECTIVENESS OF THE PRESENTERS?					
COMMUNICATIONS				3	15
GROUP LEADERSHIP				3	15

COMMENTS AND CONCERNS

"THIS TRAINING SESSION HAS BEEN HELPFUL AND EDUCATIONAL TOWARD LIFE, GOALS, LEADERSHIP AND DEALING WITH PEOPLE."

"LEARNING TO BE AN EFFECTIVE PARENT AND GROUP LEADER WITH EXCELLENT COMMUNICATION SKILLS."

"I'M VERY CONCERNED ABOUT THE PROGRAM. IT IS VERY INTERESTING, ENJOYABLE AND ENCOURAGING."

"THIS SESSION WAS AN INFORMATIVE ONE. COMMUNICATION SKILLS PRESENTED EXCELLENT. I ANXIOUSLY AWAIT THE SECOND SESSION."

"CAN'T WAIT TIL THE NEXT SESSION!"

EVALUATION COMPILATION

TRAINING SESSION #2 — FEBRUARY 4, 1984

INSTRUCTIONS:
READ THROUGH THE EVALUATION. CIRCLE YOUR RESPONSE WITH A (1) BEING LOW AND A (5) BEING HIGH. TURN IN BEFORE LEAVING.

	1	2	3	4	5
1. TO WHAT EXTENT DID THE TRAINING FOR LEVEL I, MODULES 1-3 HELP YOU?			3	2	13
2. TO WHAT EXTENT DID THE TRAINING FOR LEVEL II, MODULES 1-3 HELP YOU?			3	3	12
3. HOW WOULD YOU RATE THE OVERALL EFFECTIVENESS OF TRAINING SESSION 2?			1	4	13
4. HOW WOULD YOU RATE YOUR PARTICIPATION?		1	4	7	6
5. HOW WOULD YOU RATE THE EFFECTIVENESS OF THE PRESENTERS?			2	2	14

COMMENTS AND CONCERNS:
"I APPRECIATE THE TRAINING COURSE VERY MUCH."
"THIS SESSION WAS VERY INFORMATIVE."
"AGAIN I ENJOYED THE SESSIONS."
"VERY HELPFUL WITH MY FAMILY SITUATION!"
"BECAUSE THE SUBJECTS ARE SO VERY CRUCIAL, IT WOULD BE HELPFUL TO ALLOW ENOUGH TIME TO REALLY EXPLORE EACH MODULE."
"VERY KNOWABLE."
"MORE EFFECTIVE USE OF TIME IS NEEDED OR MORE TIME TO COVER THE MATERIAL."
"I APPRECIATE THIS TRAINING COURSE VERY MUCH."
"MY VALUE SYSTEM [illegible] VERY HARD FOR ME TO CHANGE. I HAVE BEEN TRYING FOR 17 YEARS TO ACCEPT CHANGES. I AM AWARE OF THE NEED FOR CHANGE AND I AM RESISTING IT CONSTANTLY. HELP."

EVALUATION COMPILATION

TRAINING SESSION # 3 FEBRUARY 18, 1984

INSTRUCTIONS:
READ THROUGH THE EVALUATION. CIRCLE YOUR RESPONSE WITH A (1) BEING LOW AND A (5) BEING HIGH. LEAVE THE EVALUATION AT THE CLOSE OF CLASS.

	1	2	3	4	5
1. TO WHAT EXTENT DID THE TRAINING IN MODULES OF LEVEL ONE HELP YOU?			2	4	12
2. TO WHAT EXTENT DID THE TRAINING IN MODULES OF LEVEL TWO HELP YOU?			1	5	11
3. HOW WOULD YOU RATE THE OVERALL EFFECTIVENESS OF TRAINING SESSION 3?			1	4	13
4. HOW WOULD YOU RATE THE OVERALL EFFECTIVENESS OF THE ENTIRE TRAINING PROGRAM (SESSIONS 1,2,AND 3)?			1	5	12
5. HOW WOULD YOU RATE YOUR PARTICIPATION IN TODAY'S TRAINING SESSION?		2	1	7	8
6. ARE YOU SATISFIED WITH YOUR PARTICIPATION LEVEL?		2	2	4	10
7. TO WHAT EXTENT DO YOU FEEL PREPARED TO TEACH PARENTING EDUCATION?		1	7	4	6
8. HOW WOULD YOU RATE THE EFFECTIVENESS OF THOSE TRAINING YOU TODAY?					
LEVEL ONE				5	13
LEVEL TWO				4	13

COMMENTS AND CONCERNS

"STILL NOT ENOUGH TIME."

"DRUG EDUCATION SHOULD BE TAUGHT ON A LARGER SCALE IN THE COUNTY."

"MORE TIME IS NEEDED FOR MORE TRAINING. TOO LITTLE TIME FOR TOO MUCH RESPONSIBILITY."

OVERVIEW OF BEST-PAL EVALUATIONS

The following evaluations returns are indicative of the general response made by all participants.

	LOW 1	2	3	4	HIGH 5
1. To what extent did this course on Parenting Education help you to become a better parent?				13	71
2. To what extent was the following information useful to you?					
a. Communication			1	13	74
b. Discipline			4	18	64
c. Love and Affection			1	17	70
d. Encouragement			2	21	62
e. Attention-seeking Behavior			3	22	62
f. Problem-solving			1	25	62
g. Role Modeling			1	21	60
h. Sex Education			3	28	47
i. Coping With School			3	22	58
j. Family Crisis		1	1	16	68
3. How would you rate the overall effectiveness of this course?				4	80
4. How would you rate the overall effectiveness of your teacher?		1		1	85

COMMENTS:

"I really enjoyed these sessions and hopefully I am a better person and parent now."

"GREAT!"

"It has improved my family realtionships. They are reading my books and using it with me. This was interesting. My family talks more to each other now."

"I love it."

"I thank Brevard Community College for being concerned about us parents."

"Very well discussed and very interesting."

"Well organized."

"Just to have other people sharing their problems helped me be a better parent."

"Really enjoyed the teacher most of all. All lessons were helpful."

"This class has made me a better sharing, caring, patient parent. Please continue."

"Please include males."

APPENDIX 23

SELF-EVALUATION FOR PROJECT BEST-PAL TEACHERS

In order to evaluate the strengths and weaknesses of the program and to make the necessary corrections and modifications, we would appreciate it if you would fill out this evaluation and return it to a TRC or Barbara Jenkins. THANK YOU FOR HELPING!!

1. LEADER'S GUIDE
   a. Was it helpful to you?_____
   b. Any corrections?_____
   _____
   c. Any suggestions for improvement?_____
   _____
   _____
   _____

2. MODULES
   a. Did you use both Level I and II?_____
      If not, why?_____
      If so, how did it work out?_____
      _____
      Do you feel that two levels are needed?_____
   b. Any suggestions for improvement of the modules?_____
      _____
      _____
      _____

3. RECRUITMENT PROCESS
   a. What were your major problems in recruitment of students?____
      _____
   b. What suggestions would you make to improve recruitment?_____
      _____
      _____

4. YOUR PERFORMANCE
   a. How would you rate your effectiveness in teaching the classes?
      _____
   b. In which areas did you do well?_____
      _____
   c. What do you need to improve your teaching for the next class?
      _____
      _____

5. ADDITIONAL NEEDS & COMMENTS

a. What needs do you have at this point in teaching?_____

_____

_____

_____

b. Do you have any suggestions or comments in general about Best-Pal?_____

_____

_____

_____

_____

c. Are you willing to teach another class? _____

_____

_____

Name (optional)

APPENDIX 24

Brevard Community College
COCOA, FLORIDA

SPECIAL COMMUNITY SERVICE AWARD

THIS IS TO CERTIFY THAT

_____

IS AWARDED THIS CERTIFICATE OF APPRECIATION
FOR SERVING AS A

Volunteer Sponsor

IN

Project BEST-PAL

A Brevard Community College 310 Special Demonstration & Teacher Training Project
under a grant from the
Florida Department of Education
1983-84

PROJECT DIRECTOR	PRESIDENT	PROVOST

BEST-PAL
Basic Education Skills Through-
Parent Affective Learning

Brevard Community College
COCOA, FLORIDA

CERTIFICATE OF TRAINING

THIS IS TO CERTIFY THAT

_____

PARTICIPATED IN TRAINING TO BECOME A

Volunteer Sponsor and Instructor

OF

Project BEST-PAL classes

A Brevard Community College 310 Special Demonstration & Teacher Training Project
under a grant from the
Florida Department of Education
1983-84

54

_____ _____ _____

PROVOST PRESIDENT PROJECT DIRECTOR

55

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BEST-PAL
Basic Education Skills Through-
Parent Affective Learning

BREVARD COMMUNITY COLLEGE

Adult Education, operating througn the Open Campus, offers programs and courses for adults, age 16 and older, in the areas of Adult Basic Education, G.E.D. preparation and testing, and high school completion, as well as courses to up-grade job skills, enhance competencies, community services and for avocational interest. Special grants are, at times, acquired to promote staff development and training for instructors and persons in the community who are concerned with promoting continuing education. There are eleven (11) Adult & Community Centers located throughout the county. Outreach courses are located in community buildings.

For information call 632-1111,Ext 3180

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BREVARD COMMUNITY COLLEGE

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Brevard Community College is an equal opportunity/equal access institution.

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